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ABSTRACT

As part of an investigation of ways to increase the linguistic awareness and communication skills of community college students from a variety of linguistic and cultural backgrounds, a study was conducted to determine if poetry study would enhance the word comprehension sensitivity of bilingual and bidialectal students. The 38 students involved in the study were enrolled in either a poetry class (experimental group) or a social studies class (control group). All students were administered the McGraw-Hill Basic Skills Vocabulary Test as both a pretest and a posttest. Both classes showed significant improvement in word comprehension sensitivity, a result possibly attributable to vocabulary work in each class. However, the findings suggest that students in the poetry class experienced a significant growth in word comprehension sensitivity and in interpersonal affective language usage due to their exposure to metaphoric language that was free of the cultural-specific limitations of surface language matrixes. (Appendixes contain tables of data from the study and information concerning the linguistic functions of the brain and the dimension of depth in language.) (FL)

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Poetry and Linguistic Awareness

by

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San Jose, California

May, 1980

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CHAPTER I

INTRODUCTION

The purpose and relevance of this study for Evergreen Valley College is to explore ways in which linguistic and growth can occur for a selected population of students who are representative of various linguistic and cultural backgrounds. Evergreen Valley College, in addition to having students who speak English as a first language, has students who speak English as a foreign language, English as a second language, and students who speak standard English as a second dialect. Oftentimes these students will have low reading scores or writing ability due to an impoverished language. An impoverished language means a restricted vocabulary and therefore a limited linguistic awareness in which to write, read or express oneself with accuracy. It also limits choice-behavior. Alternate ways of exploring how counselors and teachers can direct and provide experiences to students from various cultural and linguistic backgrounds makes this study particularly relevant.

BACKGROUND

The Evergreen Valley College student enrollment population includes students from diverse cultural and linguistic backgrounds. According to the Fall 1979 Student Profile which is an annual research report conducted for the Evergreen Valley College Campus, there was a total enrollment figure of 6,507 students.

Since the majority of the students enrolled are learning Standard English as a second dialect or English as an additional language, it is therefore, not surprising that 61% of the total student body population qualified for the lowest level of English classes when measured by the Davis Reading Test.* Because so many students have qualified for the lowest levels of English, alternate ways of assisting students in building depth in English language competency are being explored. Since many of these bilingual or bidialectal students have difficulty in establishing rapport and accurately describing their inner concerns about self and others cross-culturally with counselors, this study will focus on one way of using language as a vehicle to enhance linguistic awareness for the student regardless of the cultural or linguistic background while at the same time, providing a valuable aide for the counselors' process.

SIGNIFICANCE OF THE PROBLEM

The impact of metaphor in poetic language on human behavior as used in poetry therapy has been well documented (Leedy, 1969). One of the findings counselors and psychotherapists are realizing is that poetic language with its high frequency of metaphor can be a valuable tool in assisting individuals to get in touch with self and express the inner world of emotion and feeling in a more objectified manner (Putzel, 1975, Ross, 1977). In other words, by participating in either the reading or the writing of poetic language, the person learns to communicate at deeper meaning levels of language awareness which run below

*The Davis Reading Test includes zero scores for those students who took the math portion only and is therefore not entirely accurate.

the surface meaning of traditional cognitive language and cultural mind sets (Reik, 1949). As a result, the enhanced affective field allows the person to view the world through a more diversified linguistic screen. This would be in keeping with Sapir-Whorf hypothesis which states that people structure and interpret their world through a linguistic screen (Whorf, 1956, Sapir, 1949).

> "Every language and every well knit technical sublanguage incorporates certain points of view and certain patterned resistances to widely divergent points of view." (Whorf, 1956)

Therefore, the counselor working with students from diverse ethno-linguistic backgrounds must think in terms of helping the counselee in transcending rigid habits and cultural thought patterns which are indigenous to the speaker's linguistic field while at the same time is instrumental in defining his/her conceptual boundaries. Thus, the counselor can view the use of poetic language in the classroom as a projective vehicle which allows the student access to his/her own subconscious world of undirected thought which consists of images and imagination which are not communicable by way of cognitive social language, but are able to be communicated by roundabout means in affective mytho-metaphorical language. As a result, the counselee loosens his/her hold in the social language of the culture-specific and now communicates in a highly individualistic yet universal way. If the student is writing creatively such as in poetry he/she will often use archetypes and other primordial images to express the inner self by way of metaphor or symbolism (Putzel, 1975). This approach of using poetry to expand the linguistic field of the student can only contribute to the expansion and enrichment of the student's perceptual

awareness, as it effects self, others, and his/her relationship with the world. It is therefore hoped that this study will significantly enhance empirical research findings in this area by offering empirical findings concerning the use of poetry as a vehicle for expanding and enriching linguistic awareness.

Recommendations will be made for counselors to become more aware that language is the tool of their trade and of the importance of understanding the impact of linguistic forms on human behavior. Further, recommendations will ask for counselors to guide more students into poetry and creative writing classes, in order to give the students the opportunity to enhance and enrich their ability to communicate affectively irrespective of the student's major in the same manner, students are now recommended to enroll in certain speech and writing classes to sharpen their linguistic competencies with regards to speaking and writing in highly cognitive language.

STATEMENT OF THE PROBLEM

Is there a significant increase in word comprehension sensitivity among community college students enrolled in a class of poetry when measured by a word comprehension test as opposed to those who do not enroll in a poetry class? This study is important in that, at present, the majority of counselors and students at Evergreen Valley College are not aware of the linguistic benefits of poetic language and its relationship to the awareness and choice-behavior options of the individual. If the individuals linguistic representation of the world

is impoverished, then alternative choice-behavior options with respects to awareness of self, which could be actualized will remain unrealized. Therefore, with the expansion of the student's perceptual field by means of poetic language, the semantic field also expands, thus allowing the student to explore and discuss self at deeper meaning levels with the counselor irrespective of the student's linguistic background.

Hypotheses

1. There will be a significant relationship among word comprehension test scores and students enrolled in poetry classes.
2. There will no significant relationship between word comprehension test scores and students not enrolled in poetry classes.

Scope and Limitations of the Study

This study will seek responses from community college students. The population sampled will be limited to students enrolled in Poetry and Social Science courses. Geographically, Evergreen Valley College, which is part of the San Jose Community College District, is located in San Jose, California. The majority of the students come from low to average income neighborhoods. Low will be considered from below $4,000 (depending if the student is financially independent or dependent) to $25,000. With regards to language competencies, 61% of the students enrolled qualified for the lowest level of English. Generalizations will be limited to Evergreen Valley College.

Design and Instrumentation

CHAPTER 2

Selection of Population

The sample for this study were Evergreen Valley College students enrolled during the Spring and Fall semesters of 1979. Evergreen Valley College is located in southeast San Jose. The majority of the population is fed by feeder high schools within the San Jose Community College District. The information obtained for use in the study will be discarded with the completion of the study.

Evergreen Valley College is one of two colleges within the San Jose Community College District. It offers educational and occupational programs for students in both day and evening classes.

Test Procedures

During the Spring and Fall of 1979 the McGraw-Hill Basic Skills Systems Vocabulary Test was administered to Evergreen students enrolled in poetry and history classes on a pre- and post- test basis. The pretest was administered at the beginning of the semester to all of the students in both the poetry and history class at the same time. After ten weeks had transpired, the post test was administered to the same students. Only students who took the pretest were eligible for the post test exam.

Instrumentation

The McGraw-Hill Basic Skills Systems Vocabulary Test was used because it measures linguistic comprehension through word meanings and knowledge of word parts.

The word knowledge component of the test related to the college textbook vocabulary that a student would most likely encounter in one of the following content areas such as social science, physical science, biological science or arts and humanities, whereas the word part section of the test was designed to determine the student's knowledge of useful words. This section has artificial word stems composed to measure the word sensitivity of well established meanings. The entire test took twelve minutes.

Results

The Statistical Package for the Social Sciences was used.

TABLE 1 Age Crosstabulated by Group Differences
V6 AGE BY V8

V6	COUNT / ROW PCT / COL PCT / TOT PCT	V8 LOWEST 1.	2.	3.	4.	HIGHEST 5.	ROW TOTAL
	1.	5	4	8	5	1	23
LO TO 24		21.7	17.4	34.8	21.7	4.3	60.5
		50.0	40.0	80.0	100.0	33.3	
		13.2	10.5	21.1	13.2	2.6	
	2.	3	2	0	0	1	6
25 TO 35		50.0	33.3	0.0	0.0	16.7	15.8
		30.0	20.0	0.0	0.0	33.3	
		7.9	5.3	0.0	0.0	2.6	
	3.	1	3	2	0	1	7
36 TO 46		14.3	42.9	28.6	0.0	14.3	18.4
		10.0	30.0	20.0	0.0	33.3	
		2.6	7.9	5.3	0.0	2.6	
	4.	1	1	0	0	0	2
47 TO HI		50.0	50.0	0.0	0.0	0.0	5.3
		10.0	10.0	0.0	0.0	0.0	
		2.6	2.6	0.0	0.0	0.0	
	COLUMN TOTAL	10	10	10	5	3	38
		26.3	26.3	26.3	13.2	7.9	100.0

CHI SQUARE = 11.71338 WITH 12 DEGREES OF FREEDOM SIGNIFICANCE = 0.4690
PEARSON'S R = -0.18037 SIGNIFICANCE = 0.1393

Shows that age had no effect on the achievement performance for the vocabulary test since the Chi Square for the crosstabulation of variable 6 by variable 8 equaled 11.71338 with 12 degrees of freedom and a significance level of only .4690.

TABLE 2 Class Crosstabulated By Group Differences With A Control For Male Sex BY V8

V1 CLASS
CONTROLLING FOR . .
V2 SEX

		V8 LOWEST 1.	2.	3.	4.	HIGHEST 5.	ROW TOTAL
V1							
1.	COUNT	3	2	6	2	1	14
HISTORY	ROW PCT	21.4	14.3	42.9	14.3	7.1	77.8
	COL PCT	60.0	50.0	100.0	100.0	100.0	
	TOT PCT	16.7	11.1	33.3	11.1	5.6	
2.	COUNT	2	2	0	0	0	4
ENGLISH	ROW PCT	50.0	50.0	0.0	0.0	0.0	22.2
	COL PCT	40.0	50.0	0.0	0.0	0.0	
	TOT PCT	11.1	11.1	0.0	0.0	0.0	
COLUMN TOTAL		5 27.8	4 22.2	6 33.3	2 11.1	1 5.6	18 100.0

CHI SQUARE = 5.27142 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.2606
PEARSON'S R = 0.43320 SIGNIFICANCE = 0.0363

Tables 2 and 3 show that the females seemed to have a more profound difference. However, since there was just a few number of people in each graph, neither group was significant as to chi squared although Pearson's R is still higher.

TABLE 3 Class Crosstabulated by Group Differences (without sex as a control) BY V8

V1 CLASS
CONTROLLING FOR . .
V2 SEX

		V8 LOWEST 1.	2.	3.	4.	HIGHEST 5.	ROW TOTAL
V1							
1.	COUNT	2	2	4	3	1	12
HISTORY	ROW PCT	21.4	16.7	33.3	25.0	8.3	60.0
	COL PCT	60.0	33.3	100.0	100.0	50.0	
	TOT PCT	16.7	10.0	20.0	15.0	5.0	
2.	COUNT	3	4	0	0	1	8
ENGLISH	ROW PCT	37.5	50.0	0.0	0.0	12.5	40.0
	COL PCT	60.0	66.7	0.0	0.0	50.0	
	TOT PCT	15.0	20.0	0.0	0.0	5.0	
COLUMN TOTAL		5 25.0	6 30.0	4 20.0	3 15.0	2 10.0	20 100.0

CHI SQUARE = 7.36111 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.1180
PEARSON'S R = -0.34987 SIGNIFICANCE = 0.0652

TABLE 4 Class Crosstabulated by Group
(without sex as a control)
BY V8

V1 CLASS

V1		V8 LOWEST 1.	2.	3.	4.	HIGHEST 5.	ROW TOTAL
	1.	5	4	10	5	2	26
HISTORY		19.2	15.4	38.5	19.2	7.7	68.4
		50.0	40.0	100.0	100.0	66.7	
		13.2	10.5	26.3	13.2	5.3	
	2.	5	6	0	0	1	12
ENGLISH		41.7	50.0	0.0	0.0	8.3	31.6
		50.0	60.0	0.0	0.0	33.3	
		13.2	15.8	0.0	0.0	2.6	
	COLUMN TOTAL	10	10	10	5	3	38
		26.3	26.3	26.3	13.2	7.9	100.0

CHI SQUARE = 12.23632 WITH 4 DEGREES OF FREEDOM SIGNIFICANCE = 0.0157
PEARSON'S R = -0.36819 SIGNIFICANCE = 0.0115

Table 4 is probably the most important table in that it has a chi square of 12.23632 with 4 degrees of freedom and a significance level of .0157 which is very significant. It is significant because the grouped differences indicate a probability that the poetry class had an effect even though the history class had a greater effect. In addition, the Pearson's R correlation is significant at .0115.

TABLE 5

T-TEST

VARIABLE	NUMBER OF CASES	MEAN	STANDARD DEVIATION	STANDARD ERROR	(DIFFERENCE) MEAN	STANDARD DEVIATION	STANDARD ERROR	2-TAIL CORR.	2-TAIL PROB.	T VALUE	DEGREES OF FREEDOM	2-TAIL PROB.
V1	CLASS	1.3158	0.471	0.076								
					-1.7895	4.575	0.742	-0.384	0.017	-2.41	37	0.021
	38	3.1053	4.373	0.709								
V7	DIFFERENCE OF SCORES 'POST-PRE'											

When the 2-tailed T-Test was performed with the variable 1 (class) and variable 7 (differences of scores "post - pre"), -.38 seems to be a solid correlation for this standard in the direction of the history class more so than the poetry class.

The probability of less than .05 for the 2-tail probability indicates that this much difference between classes in difference of scores is unlikely. Therefore, there seems to be a relationship between exposure to poetry and the amount of linguistic improvement. This is demonstrated by Table 6.

TABLE 6 Differences of Score "Post and Pre"

V7 DIFFERENCE OF SCORES 'POST-PRE'

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-5.	1	2.6	2.6	2.6
	-4.	2	5.3	5.3	7.9
	-3.	2	5.3	5.3	13.2
	-2.	1	2.6	2.6	15.8
	-1.	3	7.9	7.9	23.7
	0.	1	2.6	2.6	26.3
	1.	3	7.9	7.9	34.2
	2.	4	10.5	10.5	44.7
	3.	3	7.9	7.9	52.6
	4.	4	10.5	10.5	63.2
	5.	5	13.2	13.2	76.3
	6.	1	2.6	2.6	78.9
	7.	1	2.6	2.6	81.6
	8.	1	2.6	2.6	84.2
	9.	3	7.9	7.9	92.1
	10.	1	2.6	2.6	94.7
	11.	1	2.6	2.6	97.4
	12.	1	2.6	2.6	100.0
		---	---	---	
	TOTAL	38	100.0	100.0	

Which shows an improvement in vocabulary when considering differences of scores of the "post and pre". The frequency distribution is fairly bell-shaped.

TABLE 7 Age

V6 AGE

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LO TO 24	1.	23	60.5	60.5	60.5
25 TO 35	2.	6	15.8	15.8	76.3
36 TO 46	3.	7	18.4	18.4	94.7
47 TO HI	4.	2	5.3	5.3	100.0
		---	---	---	
	TOTAL	38	100.0	100.0	

MEAN	1.684	STD ERR	0.156	MEDIAN	
MODE	1.000	STD DEV	0.962	VARIANCE	1.326
KURTOSIS	-0.151	SKEWNESS	1.078	RANGE	0.925
MINIMUM	1.000	MAXIMUM	4.000		

VALID CASES 38 MISSING CASES 0

When this variable was controlled for, it was found that the age variable was very skewed. This is most likely because there were few students with "high" ages in either group.

Analysis of Data

The statistics used in the analysis of the data were the chi square of the T-Test.

There were several variables to be considered with the analysis of data in the experiment. (see appendix)

There are:

Variable 1: Value Lables for the History and English Classes

Variable 2: Sex

Variable 3: Pretest

Variable 4: Posttest

Variable 5: Identification

Variable 6: Age

Variable 7: Differences of Scores "Post - Pre"

Variable 8: Grouped differences

Discussion

Both the poetry class and the history class showed significant improvement in word comprehension sensitivity growth. The history class was slightly more significant than the poetry class at the .05 significance level. Nevertheless, both had very significant scores.

After talking with the instructors of both classes as to their teaching methodology, both instructors indicated that they introduced new words during the course duration. This was done through lectures and discussions. Students in both classes were expected to incorporate their new words as part of their expanding lexicon and demonstrate

mastery of these word-concepts in essay writing which has a creative-expressive goal for the poetry class; and a social cognitive functional goal for the social science class.

This is a possible explanation for the unusually high scores for both classes, and a slightly higher significance score for the history class which was not anticipated in the original hypothesis.

Conclusion

The experiment shows that the introduction of new vocabulary does increase the linguistic expressability of the students involved when they are given the opportunity to express their competencies. The poetry class, because of its introduction and use of archetypal vocabulary which is rich with symbols and metaphors, allows the students to benefit not only from the surface structure of the words, but also the deeper conceptual semantic space which is essential to affective interpersonal communication.

The history class, on the other hand, which served as the control class used highly functional social cognitive terminologies in which the students could immediately apply to the surface dimension of their language awareness which was functional and applicable for demonstration in essay test-type writing.

Therefore, students can expect a significant growth in interpersonal affective language by enrolling in a poetry class which allows the student metaphoric expression which is free of the cultural-specific limitations of surface language matrixes.

The opportunity to express the deep archetypes in creative linguistic form is different from the demands of the social cognitive terminologies of history which reflects completely different associative and conceptual spheres as well as a different interhemispheric interaction within the brain (appendix - pg. 1), which is useful and functional to a high degree --yet far removed from the affective mythopoetical language of the inner speaking self which is expressed by way of undirected thought. Since this undirected thought reflects the thought, deeper reference structure within the individual lexicon of the person, the students exposure to creative poetry invites the student to expand his/her vocabulary awareness and competency in the affective personal-interpersonal domain which is creative, and not culturally-specific.

APPENDIX

Linguistic Functions of the Brain

Right Hemisphere	Left Hemisphere
gestalt	sequential
perceptual complexity	syntactic complexity
thought without language	language without thought
word meanings	phonetic recording
emotional element in speech	analytic and logical components in speech

The decoding process of interpreting poetic language in its auditory form involves the interaction of images as a gestalt with linguistic form (Krietler and Krietler: 1972) which is an interhemispheric interaction (Zaidel: 1978), or what may be called "shadow play" which can be instrumental in enhancing and enriching the associative field of the student's vocabulary bank as well as the syntactical skills.

Dimension of Depth in Language

Surface Structure	The surface meaning of the oral and written manifestation of language.
Deep Structure	Inter-hemispheric acitvity. The coming into form of images and concepts and their concretization into linguistic representation.
Experiences	Totality of experiences of the individual. Source of the individual field of reality.

Bandler, R. and Grinder, J., (1975)

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SPSS BATCH SYSTEM                                          04/04/80

SPSS FOR DOS/360, VERSION H, RELEASE 8.0, NOVEMBER 1, 1979

*APPENDIX

DEFAULT SPACE ALLOCATION..          ALLOWS FOR..       259 TRANSFORMATIONS
WORKSPACE    181456 BYTES                             1036 RECODE VALUES + LAG VARIABLES
TRANSPACE     25920 BYTES                             4150 IF/COMPUTE OPERATIONS

          1  RUN NAME           VOCABULARY STUDY
          2  VARIABLE LIST      V1 TO V6
          3  INPUT MEDIUM       CARD
          4  INPUT FORMAT       FIXED(2F1.0,3F2.0/F2.0)

             ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

             VARIABLE  FORMAT       RECORD        COLUMNS

             V1        F 1. 0         1          1-     1
             V2        F 1. 0         1          2-     2
             V3        F 2. 0         1          3-     4
             V4        F 2. 0         1          5-     6
             V5        F 2. 0         1          7-     8
             V6        F 2. 0         2          1-     2

THE INPUT FORMAT PROVIDES FOR    6 VARIABLES.      6 WILL BE READ
IT PROVIDES FOR 2 RECORDS ('CARDS') PER CASE.  A MAXIMUM OF 8 'COLUMNS' ARE USED ON A RECORD.

          5 N OF CASES       38
          6 COMPUTE          V7=V4-V3
          7 COMPUTE          V8=V7
          8 RECODE           V6(LO THRU 24=1)(25 THRU 35=2)(36 THRU 46=3)
          9                  (47 THRU HI=4)
         10 RECODE           V8(LO THRU 0=1)(1 THRU 3=2)(4 THRU 6=3)(7 THRU 9=4)
                             (10 THRU HI=5)
         11 VAR LABELS       V1, CLASS/
DF018 ALLOCATED 00001 THRU 00304 TO LABELS  WORK01 SYS020=1C3
         12                  V2, SEX/
         13                  V3,PRETEST/
         14                  V4,POSTTEST/
         15                  V5,ID/
         16                  V6,AGE/
         17                  V7,DIFFERENCE OF SCORES'POST-PRE'/
         18                  V8,GROUPED DIFFERENCES
         19 VALUE LABELS     V1(1)HISTORY(2)ENGLISH/
         20                  V2(1)FEMALE   (2)MALE/
         21                  V6(1)LO TO 24(2)25 TO 35(3)36 TO 46(4)47 TO HI/
         22                  V8(1)LOWEST   (5)HIGHEST
         23 FREQUENCIES      GENERAL=ALL
         24 STATISTICS       ALL

GIVEN WORKSPACE ALLOWS FOR 12961 VALUES AND 3888 LABELS PER VARIABLE FOR 'FREQUENCIES'

         25 READ INPUT DATA
DF018 ALLOCATED 00305 THRU 00505 TO DATAWK    WORK01  SYS020=1C3
```

VOCABULARY STUDY 04/04/80

FILE NONAME (CREATION DATE = 04/04/80)

V5 ID

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	1.	2	5.3	5.3	5.3
	2.	2	5.3	5.3	10.5
	3.	2	5.3	5.3	15.8
	4.	2	5.3	5.3	21.1
	5.	2	5.3	5.3	26.3
	6.	2	5.3	5.3	31.6
	7.	2	5.3	5.3	36.8
	8.	2	5.3	5.3	42.1
	9.	2	5.3	5.3	47.4
	10.	2	5.3	5.3	52.6
	11.	2	5.3	5.3	57.9
	12.	2	5.3	5.3	63.2
	13.	1	2.6	2.6	65.8
	14.	1	2.6	2.6	68.4
	15.	1	2.6	2.6	71.1
	16.	1	2.6	2.6	73.7
	17.	1	2.6	2.6	76.3
	18.	1	2.6	2.6	78.9
	19.	1	2.6	2.6	81.6
	20.	1	2.6	2.6	84.2
	21.	1	2.6	2.6	86.8
	22.	1	2.6	2.6	89.5

VOCABULARY STUDY 04/04/80

FILE NONAME (CREATION DATE = 04/04/80)

V1 CLASS

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
HISTORY	1.	26	68.4	68.4	68.4
ENGLISH	2.	12	31.6	31.6	100.0
	TOTAL	38	100.0	100.0	

MEAN	1.316	STD ERR	0.076	MEDIAN	1.231
MODE	1.000	STD DEV	0.471	VARIANCE	0.222
KURTOSIS	-1.395	SKEWNESS	0.826	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 38 MISSING CASES 0

VOCABULARY STUDY 04/04/80

FILE NONAME (CREATION DATE = 04/04/80)

V2 SEX

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
FEMALE	1.	20	52.6	52.6	52.6
MALE	2.	18	47.4	47.4	100.0
	TOTAL	38	100.0	100.0	

MEAN	1.474	STD ERR	0.082	MEDIAN	1.450
MODE	1.000	STD DEV	0.506	VARIANCE	0.256
KURTOSIS	-2.102	SKEWNESS	0.110	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 38 MISSING CASES 0

VOCABULARY STUDY 04/04/80

FILE NONAME (CREATION DATE = 04/04/80)

V3 PRETEST

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	12.	1	2.6	2.6	2.6
	14.	2	5.3	5.3	7.9
	15.	1	2.6	2.6	10.5
	16.	2	5.3	5.3	15.8
	17.	1	2.6	2.6	18.4
	18.	3	7.9	7.9	26.3
	19.	1	2.6	2.6	28.9
	20.	3	7.9	7.9	36.8
	21.	2	5.3	5.3	42.1
	23.	1	2.6	2.6	44.7
	24.	3	7.9	7.9	52.6
	25.	2	5.3	5.3	57.9
	26.	1	2.6	2.6	60.5
	28.	1	2.6	2.6	63.2
	29.	2	5.3	5.3	68.4
	30.	1	2.6	2.6	71.1
	31.	1	2.6	2.6	73.7
	32.	1	2.6	2.6	76.3
	37.	1	2.6	2.6	78.9
	38.	1	2.6	2.6	81.6
	39.	1	2.6	2.6	84.2
	41.	1	2.6	2.6	86.8

VOCABULARY STUDY 04/04/80

FILE NONAME (CREATION DATE = 04/04/80)

V4 POSTTEST

CATEGORY LABLE	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	12.	1	2.6	2.6	2.6
	17.	2	5.3	5.3	7.9
	18.	1	2.6	2.6	10.5
	20.	4	10.5	10.5	21.1
	21.	2	5.3	5.3	26.3
	22.	2	5.3	5.3	31.6
	23.	2	5.3	5.3	36.8
	25.	2	5.3	5.3	42.1
	26.	1	2.6	2.6	44.7
	27.	1	2.6	2.6	47.4
	28.	2	5.3	5.3	52.6
	29.	2	5.3	5.3	57.9
	32.	2	5.3	5.3	63.2
	33.	1	2.6	2.6	65.8
	34.	2	5.3	5.3	71.1
	35.	2	5.3	5.3	76.3
	40.	1	2.6	2.6	78.9
	42.	3	7.9	7.9	86.8
	43.	1	2.6	2.6	89.5
	44.	1	2.6	2.6	92.1
	47.	2	5.3	5.3	97.4
	49.	1	2.6	2.6	100.0

Useful Terms

Associative Field In this study, will be defined as the network of associations surrounding a particular word which connects it with other terms (Ullman, 1962).

Archetype The myth-forming structural elements or seed potentials which are ever present in the unconscious psyche and manifest as "motifs or primordial images (Guerin, Lakor, Morgan, Willingham, 1966).

Culture-Specific The aspects of culture which are unique and indivi- dual and not universal.

Conceptual Sphere The field theory of linguistics. Each separate language should be viewed as an organic gestalt which is individual and unique from all other languages. It is the expression and character- ization of one nation's psyche (Basilius, 1952, Ullman 1962).

Deep Structure The full linguistic representation from which the surface structure of the language are derived (Bandler and Grindler, 1975).

Directed Thought Thought which is social and develops and is influenced by life experiences and logic proper (Vygotsky, 1962).

Deletion A process by which selected portions of the world perceived are excluded by the speaker from the deep structure of the language and, as a result, do not appear in the Surface Structure manifestations of the speaker's language (Bandler & Grinder, 1975).

Impoverishment In the purpose of this study impoverishment may be defined as a restricted vocabulary which allows the person to perceive few or no choice-options at all with regards to individual behavior (Bandler & Grinder, 1975).

Isoprinciple The reading of poetry written by others which is close in feeling and mood tc the inner psychological state of the person con- cerned. "A poem has been described as the shortest emotional distance between two points" (Leedy, 1969). A depressed person reading gloomy and sad poetry which also reflects light, hope, and optimism can learn that others have been through this "emotional road of trials" and sur- vived. This can be very powerful in that the person concerned is invited into mobilizing his/her inner resources for psychological strength and determination as aids while riding out the problem (Putzel, 1975).

Image The most fleeting product of consciousness which comes before thought and is a microcosm of the psyche.

Language For this system, language may be defined as a system of arbitrary vocal symbols (Gaeng, 1971).

Language Matrix For the purposes of this study, language matrix can be defined as the conceptual and grammatical form into which thoughts are crystalized (Sapir, 1949).

Lexicon In this study lexicon is defined as the total vocabulary of a language (Wardhaugh, 1972).

Myth In its relationship to literature and poetry therapy, myth will be defined as the unique embodiment of the cosmic view of a person or people (Holman, 1972).

Metaphor Metaphor as referred to in this study will be defined as an implied analogy which imaginatively identifies one object with another (Holman, 1972), or the direct expression of evaluation which occurs when a person has strong feelings to express (Hayakawa, 1972).

Poetry The term "poetry" in this study will be defined as the language and expression of the inner self manifested outwardly.

Poetry Therapy The phrase "poetry therapy" in this study will be used to describe the use of poetry in therapy to give shape and expression to the inner world of the person in the language of symbol and metaphor.

Reference Structure In this study reference structure will be defined as the sum total of experiences in a person's life history (Bandler & Grinder, 1975).

Semantics In this study, reference to semantics will be defined as the study of meaning.

Shadow Play Shadow play may be defined as a situation which occurs when an individual generates images (consciously or unconsciously) which are at variance with the surface structured statements. The best examples of this phenomena can be found in allegorical writings such as Plato's Myth of the Cave, poetic writings, or the language of the poets and mystics referred to as B-Language by Maslow in his book The Farther Reaches of Human Nature, or archetypal language by Jung. Whether this phenomenon is positive, negative, or neutral depends upon the conscious awareness of the speaker-listener and its applicability to present life-situations that the counselor and client are experiencing.

Undirected Thought In this study, undirected thought may be defined as thought which is subconscious. It is the autistic thought which pursues goals and problems not present in the conscious awareness. Unlike directed or social thought, it is not adapted to external reality, but creates or manifests in the way of imaginations and dreams. It is not able to be communicated in intellectualized language, but can be communicated in roundabout ways in the affective language of myths, dreams, and poetry (Piaget, 1962).

With regards to the ethnic breakdown the figures are as follows:

		FALL '79	SPRING '80
Hispanic	573	733	694
Black American	301	379	372
Filipino	170	195	180
Asian American	150	236	274
Native American	34	28	33
TOTAL Ethnic Enrollment for Fall, 1978	1,228	1,571	1,553

6,507 - Total Students

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